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ABSTRACT

This document is a compilation of 14 English-Language abstracts concerning various aspects of education in: Finland, France, Hungary, India, Italy, Japan, Kenya, Peru, Singapore, Tunisia, Australia, Arab Republic of Egypt, and Ceylon. The abstracts are informative in nature, each being approximately 1,500 words in length. They are based on documents submitted by each of the nations to the International Bureau of Education as representative of their best and most substantial work in the field of education. The titles and institutions appear in both translation and transliteration for documents not written in English. (For related documents see: ED 060 227, 062 583, and 063 523). (NH)

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June 1972

Classification (for the use of receiver)	Country Finland	CEAS No. 123
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Title	*The report of Finland for Unesco's Third International Conference on Adult Education*
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Translation	
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United Nations Educational, Scientific and Cultural Organization
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This report is a composite picture made up by a working group and a number of individual writers. Naturally, subjective views are reflected in their contributions, although most of the writers are members of the Adult Education Committee.

In a preliminary discussion, it is pointed out that no precise counterpart exists for the English concept 'life-long education', and it should be termed *aikuiskasvatus* – adult education. As such, it is a part of continuous education, which is all study activity, at whatever age and in whatever form. The Committee on Adult Education, considering the difficulty involved in finding a line of demarcation between adult education and other schooling, suggests that 'adult education is the arrangement of guided study facilities for adults who, having completed or discontinued their schooling under the basic educational system, are usually engaged or have been engaged in work life'.

Among the objectives of adult education should be: vocational training for adults; adaptation of school studies at the adult level to supplement gaps in school training; civic education to promote active participation in the community life; development-oriented study for personal enrichment.

At present, almost the whole system of vocational training in Finland provides for adult students, and age limits are high. Technical, nursing, navigational and agricultural institutions are geared to provide for adult students and in all forms of schooling the proportion of the over-24's is considerable. As for the school system, adaptation to the requirements of adult education will call for changes in the employment and equipment of school premises, teaching appointments which relate to joint duties in basic school and adult educational work, and a uniform basis for teacher training.

Opportunities for the working population to participate in some adult training once a year clearly is a matter of close concern for industry. The costs of such training might be considered the responsibility of the community, but it is the task of industry to solve the problem of distribution of manpower, with its extremely complicated questions of organization and training.

The Finnish Trade Union movement is paying particular attention to adult education problems, having approved a special programme and policy at its 1971 conference. A statute was included entitling workers to two weeks' paid training leave a year. The unions consider that the aims and content should be directed to vocational training and political enlightenment. At present, residential courses are held at the central and federation level, and there is study circle activity in trade and local departments. There is at present marked quantitative expansion in training.

Far-reaching reforms are under way in the organization of teacher training in general and with it the training of adult educationists. There has been insufficient integration in arrangements made for training teachers, and some schools have teacher-staff for whom there are no training opportunities. Parliament has recently passed a new Teacher Training Law to ensure that training is uniform and that training units are linked to universities. Three important reports due in the current year deal with further training, training for part-time teachers and special remuneration as an incentive for those who complete a course in adult education.

While it is generally accepted in Finland, that every adult should have the right to develop himself by means of study, for the adult student today, the main obstacles are family and work ties: there are also losses incurred in study fees, books, travel and possible loss of income. These are particularly

severe in the case of the correspondence student in Finland at present, whose position is an unjust one. Proposals have been made to alleviate his burden. On the other hand, students on vocational courses designed to lead to promotion in their work receive accommodation, instruction and other free allowances, including a family allowance. Trade Unions and employers combined in 1970 to come to an agreement about training activity, and there is little doubt that study possibilities will be among the more important considerations in labour relations during the '70's. Perhaps, as the adult student's position improves, study will become entirely free and, by the end of the decade, there will be an annual paid study leave.

The multi-activity centre in life-long education offers accommodation — which can be combined, divided or altered. Technical facilities like furnishings and accoustics can be altered to suit a number of purposes. The premises are adaptable to group activities for any purpose or size of audience. An example in the city of Hyvinkää (pop. 35,000) comprises an auditorium and a cinema-hall, ten smaller study rooms, a display floor, bar-café and restaurant. The building is adjacent to a modern municipal library and a planned sixth form centre.

International adult education work in which Finland participates, includes valuable development projects in Africa. The Scandinavian co-operative activity programme for Kenya is to be continued for a further five years, and, with Sweden and Denmark, Finland is associated in 1972 in a co-operative project in Tanzania. Work done so far has influenced the home country also by informing the ranks of the Finnish co-operative movement of the great distress of the developing nations. Yet participation in other joint international undertakings has not been prominent, and there is a need for further attention to this aspect by the Department of Development Collaboration.

International co-operation in adult education has taken place through Unesco and, within Europe, in the OECD and CCC. Further co-ordination between projects and plans of Unesco and the other European bodies is desirable and, as co-operation between East and West Europe increases, it is likely that Finland's adult educational organizations could offer their assistance and experience.

Complete report available on microfiche from the IBE

Abstract prepared by the Division of Adult Education, Unesco, Paris, and the International Bureau of Education, Geneva.

Classification (for the use of receiver)	Country France	CEAS No. 124
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Author	France. Commission nationale pour l'Unesco
Title	*Etat de la formation des adultes en France: Réponse de la France au questionnaire de l'Unesco sur l'éducation des adultes*
Bibliographical data	Paris, 1972. Paginations diverses, figs., tables./typed/
Translation	State of adult education in France
Keywords	France adult education vocational training regional disparity

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This report refers principally to the institutions which are active in adult education and is based on two inquiries, one addressed to the ministerial offices competent in the matter of continuous vocational training, the other to the information service of the National Institute for Adult Education.

A. *Institutional development.* The Law of 16 July 1971 recognizes the principle of 'continuous vocational training', but the report shows from the outset that adult education in France is not an innovation. In the 18th century and especially in the 19th, attention was given to completing childhood education (which was often rather short) as well as to offering higher technical education to persons involved in working life. It was for this purpose that the National Conservatory of Arts and Crafts (CNAM) was founded in 1794. Associations, evening classes, study groups and popular universities proliferated throughout the 19th century. After the First World War, Garric founded the 'social-work teams': students and pupils from the *grandes écoles* gave evening lessons to working people to help prepare them for entry into institutions such as the CNAM, which would help them to better themselves. In 1919 the Astier Law made it compulsory for apprentices to attend training classes. This law was followed by other laws relating to education and advanced vocational training, while at the same time numerous institutions for vocational

training and popular education were founded.

Most present-day institutions appeared, however, after the Second World War, when there was ar appreciable development of institutionalization. The Decree of 9 November 1946 provided the basic rule for adult vocational training. Later, the Decree of 11 January 1949 created the National Interprofessional Association for planning how to train the labour force and this became the only national agency empowered to administer and supervise the finances of collective vocational training centres and which undertook to train monitors for them. In the 1950s appeared regional productivity committees and institutes of business management and preparation for commerce. During the same period social betterment classes developed in technical lycées and colleges, then came institutes of further advancement and the centres linked with the CNAM, trade associations, etc.

Apart from this, after 1945-46, numerous popular culture associations and centres sprang up as well as youth centres and other institutions. In agriculture, too, the movement toward institutionalization developed, especially in the form of a national federation of agricultural study centres. Then in 1963 a higher institute was opened, the National Institute for Adult Education, (INPA), whose task is to develop adult education.

The institutional authorities — envisaged by the Law of 3 December 1966 and described in the Decree of 18 January 1967 — have been organized on national, regional and departmental bases. The main one is the Interministerial Committee for Vocational Training and Social Advancement with its secretariat which acts as the co-ordinating unit. Similar committees exist at the regional and departmental levels.

Agreements about vocational training form the legal instruments which cover links between the State and its public or private partners and fix conditions for government assistance. There are two types: (a) those destined for training activities in centres opened in public establishments for teaching and training; (b) those destined for centres conducted by private or public organizations other than those dealing with teaching or training. Those of the first sort comprise only one-quarter of the agreements and include less than one-fifth of the enrolments. These agreements may be concluded on either the national or regional level. The report contains statistics relating to the number of these agreements, grouped according to the

ministries which have signed them. It indicates also the amount of credit taken from the vocational training funds to finance these agreements, as well as credits allotted for payment of students while doing courses.

As to the number of adults following training courses, even though it has increased rapidly during the last twenty years, it still merely represents only about 5% of the total working population.

B. *Institutions*. Adult education in public institutions is of two types: (a) internal training (preparing for exams or tests, training for particular jobs or further training of officials, in public administration; (b) training given in a public establishment but given to those who are not public servants.

Between different ministries there are variations in the number and nature of the groups being trained. According to a survey referring probably to 1968-69, the Ministry of National Education contributed a little more than half the public servants undergoing training; then came the Ministry of Posts and Telecommunications of Economics and Finance. There is also a variation in the categories of officials undergoing training according to which ministry they work in. As to the sexes, they vary not only from one ministry to another but also between categories. In general, fewer females than males are undergoing training.

The Ministry of National Education is the one particularly interested in continuous vocational training for those who are not officials. This is why the position of counsellor/adviser on life-long education and director of guidance and and continuous training was created in March 1970. The following types of training are provided by the ministry: classes in the evening and on Saturday; full-time study both on a short and long-term basis; long-distance tuition (using audio-visual methods, specialized study activities, programmed publications); activities contracted out on a private or semi-public basis; training of adult educators.

Some details are given about the institutions meant to further these different activities, some of them being old like the CNAM (1794) and others very recent like the INFA (1963). The latter was planned as a centre of research and documentation in adult education and as a centre for training tutors, recruited from the ranks of teachers, or from key personnel in the public service, industry and other sectors of the economy.

Public education by correspondence courses has also increased in importance — between 1950 and 1970, the number of students has risen from less than 10,000 to more than 140,000. Expenditure on lessons for study-by-television has been increased in 1972 and now features in the national education budget. Finally, 166 technical schools and general secondary schools and 124 lycées are now open to adults, for evening and Saturday classes where they can take steps to obtain sound advancement.

Among the initiatives undertaken by the Ministry of Labour, Employment, and the Population, the most important is the National Association for Adult Vocational training (AFPA), which has centres all over the country, giving full-time and part-time courses. The Ministry of Agriculture has similar training centres.

Beyond the metropolitan area, a chapter deals with the work being done overseas by the training department in the Secretariat for Foreign Affairs. Thanks to aid and co-operation funds, this department grants scholarships to African and Malagasy nationals for courses in France and Africa. After the Teheran meeting in 1965, a study and methods office was set up by this same department to deal especially with the problem of literacy. Training work undertaken by other ministries is also described: such as the Ministry for Defence, Ex-servicemen and War Victims, the Ministry for Industrial and Scientific Development, etc.

As regards adult education in private institutions, these are so varied that the researchers had trouble obtaining precise details about them, particularly about the number of persons doing courses. Nevertheless, the part played by private enterprise in vocational training is very important. These are the associations (which comprise two-thirds of the private institutions) which have undertaken the main role of training and completing the preparation of adult education instructors and educators — training usually being done in sessions, seminars, or courses.

C. *Disparities in adult education.* The report examines, in turn, various differences — geographical, type of student being taught, and sort of training given. A graphic representation shows the geographical distribution of institutions which reveals the following inequalities between: (a) the East and the West of France — three-quarters of the institutions are in the eastern half; (b) Paris and the provinces — the Paris region contains one-third of all institutions; (c) the other regions,

the best equipped being the Rhône-Alpine region, Lorraine, and Provence — Côte d'Azur.

Noteworthy, too, is the fact that the distribution of public and private institutions is not the same in different regions, and that in more than half the examples, adult education institutions are operating in towns with a population of 100,000 or more.

An analysis of the differences among students as a whole provides some useful sociological data. Data on the access to post-school education for the period 1959-1964 indicate clearly the differences according to various socio-professional categories. It can be concluded that, in spite of some exceptions, access to post-school education is essentially in proportion to social and professional status. The structural difference between the distribution of the group which has completed post-school education and the corresponding distribution of the working population is also indicated. There are also differences between the masculine and feminine population, and post-school education seems to involve more men than women. There are also differences in motivation: for men much more than for women, post-school education is linked with vocational mobility and especially with promotion. The difference between the participation rate for men and for women is very striking in social advancement classes. It is even accentuated by age-increases. There are also differences in distribution between socio-professional classes: women from the less qualified classes participated less than men in post-school education. On the other hand, women who belong to higher groups are represented more than men.

The differences in the type of training given have been the object of numerous surveys which show globally what are the dominating sectors in adult education for example business management comes first. Besides the large number of private organizations which are involved, there is a national foundation for teaching business management, created in 1968.This foundation is under the direction of the Ministry for Industrial and Scientific Development. Until now the basic expenditure has been on scholarships to enable staff to undertake business management courses in American and Canadian universities. After business management, industrial techniques are the next most popular subjects of instruction, i.e., general mechanics, metallurgy, iron and steel work, electricity, electro-mechanical engineering, electronics maintenance and wiring. Then come the human or social sciences: the

law, economics, sociology, statistics, teaching. The fourth group is agricultural training. Immediately following are the medical or para-medical disciplines and social security training. General subjects and commercial and scientific training come fairly far behind and the last position is occupied by cultural education. It can be said that institutional adult education is dominated by vocational training.

In conclusion, vocational training is analysed on a regional basis, the geographical disparity in numbers of institutions having already been shown. The emphasis is placed on disparities in economic development according to regions. Thus, in the last decade, former industrial regions have gone through profound transformations; for instance, the reduction of manpower in the mines, and the decline or transformation of certain industries. These regions are meeting enormous difficulties in adapting; this poses delicate problems of an economic, social and political nature. A policy of large-scale conversion appears to be the only one which will tide over what looks like a hopeless economic situation. The importance of continuous vocational training for adults follows from this, and its organization seems to be the major element in establishing plans to solve the problem of inadaptability. In this regard the experiments in Lorraine are cited as an example of setting up a system of permanent training by non-centralized agreements.

Complete report available on microfiche from the IBE

Abstract prepared by the Division of Adult Education, Unesco, Paris, and the International Bureau of Education, Geneva

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The first attempts to introduce adult education and popular education in Hungary were made between 100 and 150 years ago; the socialist State began after 1945 to develop adult education systematically in different forms.

Literacy. Literacy classes last for a semester or a year, according to the pupil's progress, and give entry to grade 5 in the Workers' General School. Recent surveys estimate the number of illiterates or semi-literates at no more than 1.4% of the population under 55, including gypsies and migrant workers. It is not an easy matter to reach all those who need instruction because they are scattered about the country and frequently change their place of employment. To wipe illiteracy out completely, a new plan is being devised to locate these workers and also to introduce differentiated teaching methods.

The workers school. Founded in 1945, the workers schools offer general and professional education similar to that provided in day schools. During the last 25 years, these schools have been an important social factor in training for management, fulfilling the needs of industrial development in the area of skilled workers and answering the educational needs due to urbanization and agricultural modernization.

In spite of extending compulsory education to 16 (the 1961 Law) some young people still do not finish the eight grades in general schools, so it is necessary to support and assist the workers schools. They are used also for re-training.

Textbooks were produced in 1962 for pupils in workers' schools. They were arranged from the adult's point of view, his experience and knowledge acquired during daily work; personal interests were also taken into account. The age level of adult education students is falling, and the question arises as to whether there should be different programmes, teaching methods and textbooks for younger or older adults. This is under consideration. In both elementary and secondary divisions there are two sections — the evening course, which meets two or three times a week, and correspondence tuition. Parallel to the school-type education in these workers' classes mention is made of popular non-academic education and the lessons for beginners which are organized in some factories and cultural centres.

Evening and correspondence courses for higher education. Early in the 1950s higher education for adults was important, since it allowed managers who had come from the working class to obtain the training and diplomas which gave them access to the university. Since 1960, the basic reasons for this type of education have lost their importance, as the chances of obtaining a diploma have been made generally available. It seems likely, therefore that the future main function of higher education will be to offer post-university courses.

The number of people who are enrolling for evening or correspondence classes is on the increase all the time, because they cannot enter the day classes after completing secondary school. This 'second path' opens the way of social mobility to those for whom it was once closed. In this way adult education helps to stop social tension developing.

When a worker attends evening or correspondence classes, his employer is expected to make certain facilities available; yet sometimes employees are not allowed to begin courses unless they fit the needs of the business itself. Examples of businesses taking the initiative in sending their workers off to classes are, however, becoming more and more frequent.

The problem of methods is another reason for concern, especially in correspondence tuition where special methods are being

sought which will differ from those used in day courses.

Advanced vocational training. Many institutions are concerned with adult vocational training: the State, business firms, certain societies, scientific bodies, universities and advanced colleges. A committee responsible to the State coordinates the work of all these parties, helped by the Federation of Technical and Natural Science Associations. By advanced vocational training is meant especially those activities designed to provide workers with up-to-date knowledge in their profession: re-training, operating new machinery, training workshop managers and foremen etc. This training takes place in leisure time or even during working hours. Methods tend to be uneven in quality owing to a shortage in trained instructors; special attention is being given to this problem.

Co-operative education. This is organized by the different co-operatives, (industrial, agricultural, consumers' or retailers' co-operatives) and it is basically vocational. Advanced training is provided for skilled workers and employees in co-operatives in order to bring them up to date with new materials and production methods. Workers can join classes of their own free will, but enterprises may insist on their own employees following certain specialized courses.

Political education. Adult political education is ensured by the Hungarian Workers' Socialist Party, the trade unions and the National Popular Front. The party has founded for the use of its members the School of Higher Political Studies and evening universities in Marxist-Leninist principles. Subjects taught are politics, political economy, philosophy, history of the working-class movement, cultural policy, sociology and business psychology. Local party committees organize evening secondary classes in Marxist-Leninist principles, basic seminars and classes in mass propaganda. In some big towns, information clubs and discussion circles in methodology have been established for the benefit of instructors and directors of classes.

Nearly 80,000 reliable persons take part each year in classes dealing with present-day problems of social and economic policy, organized by the unions. The Central School, at the National Union Council, gives instruction in Marxist-Leninist theory, economic and political problems, and theoretical or practical questions relating to union work. Mass education every year reaches between 340,000 and 440,000 workers who meet in groups of fifteen. The National Popular Front is a mass political

movement which operates especially in resident areas, through political information campaigns. The Young Communist Association is also an important factor in political education for youth.

Parent education. Collaboration between the school and the family is considered more and more important. Parent education, which was directed by the National Council of Hungarian Women for several years, was taken over in 1970 by the Patriotic Popular Front and the Hungarian Red Cross. It includes: the maternity school for future mothers and mothers of very small children; the Women's Academy, which gives lessons in bringing up children, family life, housekeeping and home care; and the Parent Academy for those who have school-age children.

Hygiene. The Hungarian Red Cross is considered the main unit in health education. It deals also with providing biological information for adolescents, preparing couples for marriage and family life, and matters to do with family welfare and social policy. Health and hygiene lectures are given by the Society for the Popularization of Science, and there are classes in industrial safety, exhibitions and film shows organized by the unions.

Foreign language instruction. The study of foreign languages has considerably increased in the last fifteen years. This is due not only to the tourist traffic and development of international relations, but also to the fact that the State encourages knowledge of foreign languages by setting an examination which admits a successful candidate to supplementary benefits. It also grants scholarships for foreign travel. The Foreign Language Training Centre, founded in 1954 under the auspices of the University of Science, is meant for workers who need to use languages in their employment. It is equipped with a language laboratory, and also manages training programmes for translators and the State language examinations. The Society for the Popularization of Science has run a language school since 1957, through which a large number of students have passed, taking lessons in a wide range of languages, including esperanto. Language classes are offered in cultural centres also, and many institutions or businesses organize classes for their own workers. Radio and television networks broadcast lessons in Russian, French, English, and German.

General culture in adult education. This is really looked after by the Society for Popularization of Science, which provides many different activities to be done at work or in the home.

Classes in the public services and public affairs award certificates which often lead to new jobs. Study groups, made up of 15–25 people, meet to examine a topic of interest and there are amateur drama groups, libraries, museums, lectures, guided tours and concerts, etc.

The role of radio and television. There are two radio programmes relating to adult education worth mentioning: 'The radio school', which is designed for those who want to go on with their studies as far as grade 8 (general school); and the 'Radio university' for those who are preparing themselves for university courses. Television plays an important part in raising the standard of general culture, particularly through its popular science broadcasts, and especially the science news magazines. In general, radio and TV co-operate with adult education bodies particularly by organizing competitions; the Popular Culture Institute stimulates the use of television through its publications and by publicizing the annual programme of adult education broadcasts.

Future prospects. Adult education has reached a new stage of development. Emphasis is laid on the importance of workers' realizing that they can only improve themselves materially after familiarizing themselves with the wider implications of the work they do; they also need to adapt to change and shape their own careers by applying creative effort to difficulties, rather than by avoiding them. This is why adult education should not be limited to providing knowledge and filling up the gaps in school education; it should also help the adult student to be aware of the changes in society and to obtain a scientific view of the world. In order to achieve this, a new type of institution will have to be made. Suggestions have been put forward to increase the part of television and stimulate independent activity on the part of adults. This assumes, moreover, an efficient system of management based on policy.

This new system should help to plan and co-ordinate reciprocal contacts between public education, science and culture, in order to ensure that a process of social and individual education comes into operation. The training system for adults elaborated in Hungary since liberation fulfils this need in part, but now it is a matter of going further. The Fifth Education Congress in 1970 and the National Education Conference, while expressing appreciation of results so far, laid down principles for future reform.

Proposals relating to international co-operation. Five proposals for follow-up work after the Third International Conference on Adult Education are put forward:

Preparation of an international publication summing up studies and reports prepared for the Conference and outlining the part to be played by Unesco in developing adult education.

Establishment of regular collaboration between different countries concerning practical problems in adult education. Encouragement by Unesco of regional research centres, grouping several countries, which would lead to production of descriptive documents and progress summaries.

Foundation in Member States of Unesco clubs for adult education experts, each with its own library.

Organization in Member States of summer university courses, in the shape of seminars, and international meetings of experts.

Series of experiments aimed at creating an institution of a new type, specializing in adult education; these experiments and the task of publicizing them, would require the material assistance of Unesco.

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Adult education in India received an impetus at the time of independence, and Indians have not forgotten the words of Mahatma Gandhi: 'Illiteracy is India's sin and shame and it should be wiped out'. The battle to reduce illiteracy — including the illiteracy of adults — absorbs a great deal of expense and effort in India, and adult education, not only as continuing education, will have to develop from its successful conclusion.

There was an absence of clear-cut national policy on adult education during the early planning periods after independence, however. Social education was stressed through provincial literacy, recreational and cultural activities, and these were so comprehensive in vision that adult literacy was lost in a maze of other aims. Reappraisal of defence needs and economic or agricultural obligations diverted attention from adult education during the early years of the Third Plan (1961-66).

Now, under the Fourth Five-Year Plan, some provision for adult education and adult literacy has been made by both Central and State Governments, and campaigns like the Farmers' Functional Literacy Programme will accordingly benefit.

A National Board of Adult Education was created in December 1969. This recommended the setting-up of Boards

of Adult Education in all the States and Union Territories, to include both government departments and voluntary agencies in the field. The recommendation has been accepted and appropriate action taken by the State Governments. The Board recommended a national campaign for literacy, programmes of publication of literature for the neo-literates, establishment of libraries, and organization of continuing education for all the literate adults, including the neo-literates. Following establishment of the Board, serious thought is being given for the first time to problems of adult education.

The National Seminar on Adult Education in September 1970, endorsed a programme to reduce the number of adult illiterates from 150 million to 50 million in the 10 years from 1970 to 1980. Following the lines successfully laid down in Maharashtra State, where 36,693 villages and small towns achieved 100% literacy during a 10 year campaign in the 1960s, the plan is to begin with pilot projects in selected areas in which illiteracy will be eradicated by the end of the Fourth Plan period. This will be followed by a massive national programme to eliminate illiteracy throughout the country.

Since independence, several schemes for workers' adult education and workers' social education have been in operation in India, but the magnitude of illiteracy in urban areas forms a forbidding barrier to educating the labour force. Attempts so far have been sporadic, and directed mainly towards industrial wage earners. Evening institutions, correspondence courses and part-time courses are badly needed in co-operation with local bodies and industrial interests, so that workers may, in increasing numbers, gain higher qualifications and rise to positions of responsibility. With Unesco assistance, polyvalent adult education centres have been organized by the Union Ministry of Education, the first one being in Bombay in 1967. The centres aim at providing both general and technical vocational education for adult workers, in the hope that this will increase their productive ability and also enrich their professional lives. The centre's Indian name is 'Shramik Vidyapeeth'; it is managed by a group of 17 representing workers, industry, education, business, the municipalities, etc. Only a small full-time staff is employed, but qualified instructors are hired to conduct particular courses according to requirements.

Courses for bench-fitters and sheet metal workers, textile weavers, autoloom weavers, mechanical draftsmanship and other skills have been organized, and both Trades Unions and

industrial firms have supported the venture. Courses are prepared in concert with the Directorate of Adult Education, Ministry of Education and Social Welfare, and are given in factory premises, trade union buildings, schools or community centres on a rent-free basis. Support by industry has included shortening working hours to assist workers who have been sponsored for the courses, and granting aid for the purchase of tools and equipment used in the courses.

The Farmers' Training and Functional Literacy Project in which several Ministries are participating, links the High Yielding Varieties Programme in 80 districts, with functional literacy classes for groups of 20-30 farmers. The United Nations Development Programme, the Food and Agriculture Organization, and Unesco are co-operating with the Government of India to combine agricultural training, educational classes for literacy, and a farm broadcasting scheme to lend technical information support. The phased training programme will cater for about five million farm families over five years. Difficulties appeared in the early stages of this project, in co-ordination, modification of syllabuses to local conditions, lack of adequate guidance, and delays in release of funds by the State Governments; steps have now been taken to improve the programme.

In about ten universities, there has been a move to establish Departments of Adult Education which will extend intellectual leadership to the community around them, offer further education to adults, organize the training of instructors and undertake research in adult education.

The provision of library services throughout the country and, especially, in rural areas, is another urgent need in India. In spite of efforts by the Planning Commission, progress has been rather slow in developing a network of libraries and, so far, only four States have their own Public Library Acts.

To cater to the needs of neo-literates, the Central Government is to prepare illustrative material and organize literary workshops of writers in different regions. State Governments will have to shoulder the burden of supplying, to the new reading public, literature, films, charts, models and other audio-visual aids. Literature will require a work-oriented approach, teams of specialists using a graded vocabulary and aiming at a given level of reading ability, rather than the pleasure-oriented traditional approach. Voluntary agencies and private publishers also produce a quantity of material for new literates that is substantial but not adequate.

Mass media such as radio and television will have to be used intensively to develop programmes of adult education and literacy. So far, mass media have been used only on a limited scale in India, although in a project like the one for Farmers Training and Functional Literacy, transistor sets are provided to the study groups, and the Ministry of Information and Broadcasting of co-operates. The use of other media like films and the press has been very limited or almost completely lacking.

The programmes under way and future expansion, demand adequate and increasing training facilities for adult educators. The Central and State Governments and voluntary organizations have begun orientation and training programmes; particular programmes are to be assisted by professional organizations like the National Institute of Training in Industrial Engineering. The universities will have to extend their role in developing a cadre of adult educators.

In spite of the increase in the literacy percentage in India from 17 in 1951 to about 30 in 1971, the number of illiterates increased from 298 million to 386 million, because of the population explosion on the one hand, and inadequate efforts taken for expanding primary and adult education. In general, although recent figures are not available, the higher the age-group, the larger is the extent of illiteracy. The expected percentage of literates in the age group 15-30 under the 1971 census is expected to be about 40, which will indicate a rise of 6% on 1961 figures. From the point of view of working force and production capacity, the 15-44 age-group is a very important one for industrial and agricultural planning. In 1960-61, the number of illiterates in this age group was 131 million out of an age-group population of 189 millions. The estimate for 1970-71 is that more than 150 million persons in this age-group would be illiterate. This shows that the bulk of the working force in the country is in the same state of illiteracy as it was earlier and that their numbers are increasing. This melancholy state of affairs has led to conclusions such as these:

Literacy is a very slow process, especially in rural areas and among women.

The literate population is made up mainly of people with middle-school qualifications or less. Those with the matriculation certificate or higher qualifications formed only about 8% of the literate population in terms of the 1961 census.

About 34% of the youth of the country was literate according to the 1961 census: this figure would have risen to 40% in the 1971 census, it was expected.
Some States have the lowest percentage of literacy and have shown no improvement during the decade 1961-71.
The working force in agricultural and industrial production would probably include 150 million illiterates in 1971.
The magnitude of the tasks ahead in both the fight against illiteracy and the campaign for improved adult education and continuing education must be taken into consideration in forming an approach and a strategy for future action.

Summing up a picture which is far from happy, the factors responsible for unsatisfactory progress in adult education include: absence of a clear national policy; imperfect organization and administration of existing programmes; inadequate appreciation of the role of adult literacy and adult education in economic development; and lack of adequate financial support.

Complete report available on microfiche from the IBE

Abstract prepared by Division of Adult Education, Unesco, Paris, and the International Bureau of Education, Geneva.

Classification (for the use of receiver)	Country Italy	CEAS No. 127
	No. 1	Date of issue June 1972

Author	Ministère de l'instruction publique
Title	*Réponses au questionnaire de l'Unesco sur l'éducation des adultes*
Bibliographical data	Rome, 14 p. (mimeographed)
Translation	Reply to Unesco questionnaire on adult education
Keywords	Italy adult education illiteracy teacher training

United Nations Educational, Scientific and Cultural Organization
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Adult education in Italy is closely linked with economic planning, the aims of which include: bridging the gap between immediate needs and the present state of the social services (schools, housing, social security, scientific research, vocational training, transport); harmonizing as far as possible the rewards obtainable from agricultural labour and from the non-agricultural sectors; eliminating the existing gap between backward areas (particularly in the south of Italy) and advanced areas; satisfying recent claims by labour for a part in running the country. In this regard, the Government considers it has a duty to provide the general education which will help people to become fully aware of existing problems and to look for their solution. Accordingly, anyone who has passed compulsory schooling age can attend, even at the same time, school classes and the other adult education activities which include: basic instruction; assistance in obtaining the qualifications needed to practise a trade or profession; acquisition of an adequate knowledge of the problems and needs of modern living; and education for democracy.

The fight against illiteracy (8.4% in 1961) has been one of the main elements in adult education since 1960. In accordance with a series of decrees issued between 1966 and 1968, steps were taken to improve the situation. An adequate number of 'school classes for the people', distributed on a rational geographic basis, were created;

numerous refresher courses for teachers and adult education leaders were organized; the 'education reading centres' were reinforced; a system of co-operation with institutes and teaching staff of tertiary level for the purpose of training and experimenting with new techniques was begun. This led to a considerable improvement, for in 1970 the illiteracy rate had fallen to 1.79%.

The education reading centres are rather an original idea. The syllabuses for these centres are not drawn up in advance, but develop according to what students and teachers feel they require. As the range of their activities increases the reading centres gradually become social centres for permanent education. A number of governmental and other authorities have co-operated in this process. On the governmental level the Ministries of Education, Labour, Social Welfare, Foreign Affairs, Agriculture, Defence, Interior, Justice etc. have been active, but in addition territorial institutions in the different regions, provinces and communes, religious bodies and more than 200 public and private associations have taken a significant part in this work. Among the latter are: the National Union to Fight Illiteracy (UNLA); the National Italian Women's Centre(CIF); the Italian Association for Catholic Teachers; The National Democratic Institute for Social Action (ENDAS); the Italian Centre for Social Solidarity; the National Association of Ex-servicemen (ANCR); the National Association of Migrant Families (ANFE); the Centre for the Introduction of Activity Methods in Education, (CEMEA); the trade unions, etc. While all these institutions are autonomous they work in co-operation with the different ministries from which they receive subsidies; in return for these they are expected to conform to procedure intended to guarantee that the courses comply with government objectives. State financial aid represents some 80% of expenses incurred by the institutions (2,783 milliard lira for public expenditure in 1969, of which 88.35% was covered by the Central Government and 11.65% by local authorities). To this expenditure should be added that which was directly incurred by public or private institutions, which it is not easy to estimate.

Adult education activities are nearly all free. The few private schools and institutions which do not receive state aid are the only ones which can ask for enrolment fees. Books and other material are provided free to students who attend elementary and intermediate classes, adult classes, musical appreciation classes, and those which prepare for a vocational qualification, etc. Special provisions are made in fact, in labour

agreements, to assist workers intending to study (by study leave, travelling expenses, re-arrangement of working hours, provision of textbooks, etc.). Both men and women may benefit from these facilities. The latter may leave their children in crêches while they are studying.

Adult education teachers are often drawn from the ranks of schoolteachers. This is an advantage in the sense that these teachers can make use of experience acquired at school, and influence parents and the community through the children. On the other hand, they lack specific training for adult education and in the case of those who are accustomed to running schools or inspecting them especially, they have neither the right attitude nor the time required to deal with the adults' problems.

To help introduce new methods in adult education, the work of the educational reading centres has been intensified, numerous refresher courses created and the aid of highly qualified teachers and tertiary-level institutions has been sought. The work will be continued and increased in coming years as regards training teachers and improving use of mass media. For some time cultural programmes have been broadcast by radio and television; moreover, creation of a television university is being studied.

As mentioned before, the specific training scheme for staff in order to make them familiar with problems and methods in adult education is still inadequate. Training courses have been organized for teachers, leaders, monitors and organizers of promotion work in adult education; they usually take place on a full-time, residential basis; there are other non-residential courses which are part-time. The number attending refresher courses, seminars, and meetings rose to 20,000 during 1970. The present state of affairs should improve when those taking part can be offered better working conditions and, especially, a guarantee of security of employment.

Italy has put her own knowledge at the disposal of other countries, at an international level by organizing, in co-operation with Unesco, study groups and meetings for national directors and experts in literacy, and by helping developing countries to make use of Italian personnel. Unesco should assist in improving the exchange of information, particularly on teaching methods.

Complete report available on microfiche from the IBE

Abstract prepared by the Division of Adult Education, Unesco, Paris, and the International Bureau of Education, Geneva.

Classification (for the use of receiver)	Country Japan	CEAS No. 128
	No. 11	Date of issue June 1972

Author	Japan. Ministry of Education, Social Education Bureau; in co-operation with the National Commission for Unesco
Title	*Report of Japan for the Third World Conference on Adult Education*
Bibliographical data	Tokyo, 1971. 70 p., figs., tables. /mimeographed/
Translation	
Keywords	Japan adult education social action social planning group activities

United Nations Educational, Scientific and Cultural Organization
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In Japan, recently, two advisory bodies submitted recommendations to the Ministry of Education which are important for the future direction of adult education. One was prepared by the Central Council on Education and dealt mainly with innovation in school education policy. The other report was submitted by the Social Education Council, a body which had met thirty times between 1968 and 1971. This report on 'What social education should be like to cope with the rapid change of social structure' contains so much of relevance to the basic orientation of adult education in Japan, that the whole text is submitted as the country's national report, and statistical data collected by the Council during the course of preparation of the report are appended to it.

A preliminary definition of terms indicates that in Japan, 'social education' covers all education other than school education, and 'adult education' refers to that part of social education intended only for adults.

Rapid changes in social conditions have been accompanied by problems in social education at each stage of an individual's life. Social education in the future must be much wider than traditionally understood, more active in its methods, and it should provide types of study which meet every opportunity in the life of the people. It should be provided for both young and old, and

include content ranging from basic to advanced material. Reading, television, discussions, group-sports and physical activities are to be included.

During the *infant* stage, parental understanding ought to be developed, and this requires study of infant education even earlier, i.e., during the pre-natal period. Emotional stabilization of the infant, and basic training needs to be ensured through social education, and, in an era of small families and declining birth rate, playgrounds and group-play outside the home and kindergarten require the support of authorities.

Over-emphasis on the role of formal (school) education for *children* has led parents to lose sight of the values children can acquire through the home and society. Urbanization has also increased other unwholesome influences (e.g. traffic accidents, mass media, and pollution). Inadequate discipline and over-protection of children have marked recent years, and social education should include expansion of playground centres in urban communities, where the child can participate in group activities and learn to co-operate with his fellows. Suitable leaders for children's organizations who can offer advice and guidance, must be found, and cultural activities which will further the child's development through the fine arts, music and plays, should be encouraged.

Young adults are those who are between the age of completion of compulsory education and twenty-five years. Urbanization, and the increase in leisure-time due to modernization of industry, has increased the number of young city people with time on their hands. Yet, the young people left in sparsely-populated agricultural areas also suffer from loneliness and other problems and need opportunities to make friends and study things which interest them. This age-group is characterized by independence and a practical attitude towards life, accompanied by materialistic and pleasure-seeking values. The young adults are going through a transitional period when they need to study in order to cultivate a modest attitude, and strive for self-development. Social education needs to provide organizational activities to help young people, to expand youth centres for mental and physical training, and to build a spirit of co-operation. Training of leaders for youth groups is an essential task.

For *adults*, it must be reaffirmed that schools do not exist only for the young. Further education facilities have to be offered in a materially affluent society where what is required

is 'mental affluence'. Feelings of alienation and isolation must be combated, as must the passive feeling that the individual is only a cog in a machine. Sports and recreational facilities should be improved, and adults encouraged also to play a part as leaders in social education for children and young adults.

A woman's life has changed with smaller families, the prolongation of life, household labour-saving devices and so on. Educational activities relating to household life, consumer education, and sporting recreation have to be considered. Vocational assistance for women who take up work in their late forties and early fifties should be developed, and also help for the woman who requires re-employment after leaving a job temporarily for child rearing, or other purposes.

The *aged*, too, need education to help them to develop social ability which will narrow the generation gap, and to lead meaningful lives.

There is a real need to restore human values, and alleviate some of the tensions in urban society. Parental education, vocational training, and education to develop civic consciousness is required. A rational understanding of the world should be fostered in Japan, where people have in the past been the victims of narrow-minded insularism and excessive admiration of foreign countries.

Although the public seems to prefer 'soft' subjects (novels, music, recreation) which do not require very much effort, there has been a growing demand for more systematic and advanced content, linked with physical activities, and group training.

Extension of facilities such as public halls, libraries, museums, youth centres and audio-visual libraries, is to be recommended. National Government and local public bodies should supplement budgets for construction of such facilities. State-owned lands should be opened, where possible, to the general public for recreation.

The key problems in administration at present are: (a) choice and appointment of suitable social education officers to all towns and villages with a population over 10,000, with further expansion of the service when possible; (b) improvement in general understanding of the function of public halls as community centres, and extension of these halls to districts which do not possess them; (c) improvement of their equipment and

management. In the future, social education should embrace all activities for improving the various study activities of the people: accordingly, each citizen will have an important part to play through his own endeavour. Home education, formal education, and social education are to co-operate and be re-organized from the viewpoint of life-long education.

The content and methods of social education require further improvement, and human relations and living conditions deserve special consideration as part of the goal of social education. Among aspects which require attention are: cultural development, physical training and recreation, home life, social solidarity and international understanding. Assistance in promoting group activities should be given, regional activities fostered, and also recognition given to the important voluntary work done by private citizens. Facilities and leadership need improvement, and social education authorities have a definite responsibility to aid in establishing facilities systematically, discovering capable social education leaders and increasing the number of personnel working in this field, while helping to improve their quality.

Complete report available on microfiche from the IBE

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Classification (for the use of receiver)	Country	Kenya	CEAS No.	129
	No.	1	Date of issue	June 1972

Author	Kenya. Board of Adult Education. National Working Group
Title	*Adult education in Kenya: report prepared for the Third International Conference on Adult Education*
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Translation	
Keywords	Kenya adult education vocational training centres financial support teacher education audio-visual aids

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The country's most important concern is how to train efficient workers in order to meet the needs of economic development and all citizens, trade organizations and enterprises are expected to join in the national endeavour to relieve the shortage of skilled manpower. Education is considered as a major instrument in economic development, and therefore adult education must assume its potential role.

There are several ministries (Agriculture; Labour; Commerce and Industry; Health; Cooperatives; Social Services; Education; Lands and Settlement) and agencies (Kenya University College; Institute of Adult Studies; National Christian Council of Kenya; Trade Unions; National Library Boards; Catholic Secretariat; Friedrich Erbert Foundation) involved in the organization of training courses for agricultural and industrial development. The Board of Adult Education, established in 1966, acts as the coordinating body of the Government and also advises the Minister of Education on any matter relating to adult education, including the formulation of courses and syllabuses, the establishment of residential and non-residential institutions, the use of museums, libraries and the media of mass communication, and the provision and award of scholarships and bursaries.

In general, the development of informal and vocational adult education has been more pronounced than formal and literacy education. This for various reasons: formal education for adults uses the same reading materials as for primary school-children and employs teachers untrained in adult education; literacy work has not been integrated fully into the national development plan and those who benefit from the efforts of the literacy team easily fall back into illiteracy. Further, formal and literacy education campaigns always take longer to show results, unlike vocational training and fundamental education, the contribution of which can be measured in terms of rising production and efficiency in the agricultural, industrial and public sector.

Activities related to informal and vocational adult education are: settlement, family planning, farmer education, citizenship, traders' courses, national youth service, co-operatives education, teacher upgrading correspondence courses, commercial education, etc. These activities are successful because they are fully related to the life of the nation and its needs.

Particularly worthy of note is the project of the Ministry of Lands and Settlement which had to resettle 40,000 families on a million-acre settlement and teach them, almost overnight, the basic agricultural methods, as a guarantee against the loan commitments. Others to be mentioned are the informative agricultural shows by the 24 Farmer Training Centres, the vocational training in residential camps of the National Youth Service (the scheme was inaugurated in 1964 with an enrolment of 700 which topped 3,500 in 1970), and the Village Polytechnic Centres which began in 1966, through local church groups, to train the school leavers for an employment in rural areas.

The District Training Centres provide a widespread network of adult education programmes with courses in community development, leadership and human relations, civics, home economics and homecrafts, co-operatives, child-care and development, nutrition, adult literacy, nursery management, business management, language, family planning and committee procedure.

The local authorities, under the guidance of the social services department and the education department, conduct evening continuation classes, from the level of post-literacy to school certificate. Also to be noted is the contribution of the Institute of Adult Studies in the University College which has filled a major gap in adult education in spite of a general lack of national guidelines and demarcation of functions in the subject.

In 1969, the Board of Adult Education initiated a study on financing in adult education which is expected to provide a systematic analysis of the financial implications for different programmes and activities conducted by the various ministries and agencies throughout the country. While the final report of this study is not yet available, it is possible to indicate roughly the percentage of the financial sources for 1970-71: Government, 65; foreign aid, 19.30; local authorities, 0.60; fees and other means, 1.80. This shows clearly that the bulk of the costs for adult education are borne by public funds rather than the individual learner. During in-service training, the learners receive full salary and highly subsidized board and lodging. There is no scheme for reduced working hours as an inducement but, for certain courses, employers give study leave on full salary.

The working group finds there is an acute shortage of professionally trained personnel in all fields necessary for an adequate adult education programme, particularly in methodology, curriculum and educational administration. Furthermore, there is a need for writers, designers and radio-television programmers. The training of adult education personnel is now considered a priority and the Wamala Training Review Committee has been constituted to deal with the problem. Other national institutions expected to provide training facilities in the near future are: the Cooperative College which will meet the need of co-operative educators; the Institute of Administration which will be converted into an *Ecole polytechnique* to train educators for rural development; the Management and Advisory Centre, which will expand programmes to accommodate the training for workers' education experts and organizers; the Teacher Training Colleges which will introduce new curricula for teachers designed to ensure their wider role in society as development agents both for the child and the adult. In addition, a national book promotion council will be formed to study the prospects of writing, producing and selling books adapted to local needs.

A number of improvements in the organization and management of adult education organs have been proposed. For example, the multipurpose rural training centres will combine all the training facilities in rural areas in place of the present fragmented system of individual centres which are generally under-utilized. Again, the Ministry of Education is currently implementing a decision to widen the scope of teacher training programmes in commercial, agricultural and technical education. Along with these are the many national and regional seminars and lectures

which provide refresher courses or a forum for launching new ideas.

In spite of the fact that new audio-visual aids are still very scarce and tend to be concentrated in a few institutions, a number of specific innovations in the field of teaching techniques can be noted: the national radio service has introduced adult education programmes for farmers, agricultural extension workers, traders and trade development officers, as well as for health, community development and social workers; the University Institute of Adult Studies provides correspondence courses through the radio to some 14,000 students — aimed mainly at upgrading teachers, but of interest to other adults - these are marked regularly and supplemented by daily radio programmes; and finally, an audio-visual centre at the Kenya Institute of Administration has been created and a number of residential training centres have been equipped with modern audio-visual aids. While the prospects for using the new educational techniques are promising it would be wrong to claim that widespread use is as yet made of modern technology and mass communication media. It is recommended that a multi-media approach through the radio, rather than television, will be of more value in the 70s.

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Translation	
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Before 1971, the principal goal in adult education was to provide vocational training and general culture which would help the individual to become more efficient at work, foster those qualities of citizenship which are needed in a democracy, and teach people how to protect their own health and that of the community. The programmes of the CEDEC (education centres for community development), begun in 1969, were designed for this purpose. A number of other initiatives should be mentioned in the field of adult education providing information and further training for workers, those in charge of public and private institutions, and heads of communes. These have been conducted by agencies both public and private, including: The National Service of Apprenticeship and Industrial Labour (SENATI), which organizes special classes in vocational training for qualified and semi-qualified skilled workers; the technical institutes for industrial and agricultural education which come under the Ministry of Education; the National Centre of Training and Research for Agrarian Reform, which trains farm-leaders and state officials; The National Co-operative Training Centre; the Ministry of Labour, which organizes vocational training classes for qualified workers, aimed at young people from 16 to 25, and also classes of intensive vocational training for those who are more than 40 years of age.

Comparing past activities with future perspectives

in this time area, a definite evolution of ideas can be seen in adult education: there has been a development from the purely socio-cultural objectives towards aims which are linked with social and economic development. The sectorial education plan (*Plan sectorial de educación*), worked out with the help of Unesco and due for implementation between 1971 and 1975 will accordingly allow the Government to define the part to be played by adult education in national development. This development is to be a process aimed at transforming economic, social, political and cultural structures with a view to eradicating inequality and injustice.

The Plan therefore intends to: allow differing social levels to share in decision-making through the agency of trade unions and co-operatives; speed up land-ownership transfers under the agrarian reform plan; transform the education system in order to give the people a positive outlook on structural change; increase production and also productivity in all sectors of the economy; enable workers to participate more and more in managing businesses as well as stimulating and favouring formation of co-operatives; establish social services for marginal groups in rural zones and the interior of the country.

The emphasis is on guidance and equipment, in order to facilitate an educational process which will combine formal education and individual methods of training, and to create among adults a feeling for the need to continue permanent education.

The Government is aware that it would not be possible to carry out successfully changes in economic, social, and political structures without deep, permanent and throughly effective changes in education, and so has begun a reform programme in this area, priority being given to adult education. A decree in March 1970 founded the Directorate of Basic Vocational Training (*Educación básica laboral*, EBL). The EBL has undertaken in the next five years to educate 962,000 children of school age in the three different stages and to wipe out illiteracy in the 15-39 age-group. Those adults who complete the three stages of EBL will be permitted to go on to higher education in any subject. This agency insists that education has to be placed at the service of the community by activity in all sectors, and by civic participation through the united action of all agencies, both public and private.

Other agencies with similar functions have been set up by the Government: the Directorate of Specialized Vocational Training which is in charge of training qualified workers according to

the needs of sectors of the economy: the Directorate of Permanent Education, founded in accordance with the decision of the second meeting of education ministers from Latin-American countries, signatories of the 'Andres Bello' agreement (Bolivia, Chile, Ecuador, Peru); the National Education Television Institute, which employs the most modern techniques; the Permanent Council for Co-ordination of Education which co-ordinates the work of all agencies dealing with adult education.

The Ministry of Education, by means of 'Farmers Study Groups' in the technical institutes for industrial and agricultural education, organizes ordinary and advanced training courses for teachers concerned with the 'Development programmes in the seven joint-action areas' (*Programas de desarrollo de siete zonas de accion conjunta*, ZAC). By agreement with Unesco the Ministry has also set up a special plan for education linked with rural development in the Canas Canchis provinces. Another plan, in co-operation with the Organization of American States (OEA) will be implemented shortly; its purpose is adult education for community development. Other Ministries such as Labour, Health, and Agriculture are assisting in adult education activities. In addition, there are some unofficial organizations to be mentioned such as the religious bodies, the co-operatives, the miners' unions, and the private commercial and technical schools.

The Government is responsible for a major part of the adult education budget (91.3%), while private agencies contribute 8%. The rural education institutes (IER), the technical education institutes and the church schools receive government finance to pay their teachers' salaries. The adult education budget has gone on increasing since 1960, and is expected to require large sums between 1970 and 1980. As the law prescribes , adult education is free, except in private schools, where students pay enrolment fees.

There is sufficient adult education staff in all sectors with the exception of staff needed to organize and conduct basic vocational training centres (EBL). The Regional Centre for Fundamental Education for Latin America (CREFAL) and other international agencies grant special scholarships for teachers, tutors and other staff connected with adult education in community development. Each year some 5,000 persons are trained for this work. The 1971-75 education plan provides for the training of sufficient specialized staff, in accordance with the new principles of educational reform, and to re-train former teachers in order to make them familiar with new methods.

New techniques in teaching are not, as yet in general use. In adult education, the most common method used in literacy programmes is the 'basic word list'. The appearance of the 'Peruvian Popular Encyclopaedia' has been timely, made up as it is of a series of articles about the land, co-operative undertakings, water utilization, credit, etc. The 'PROESCO' reading and writing method has been used in education centres for community development. The Government has, moreover, begun experiments in the use of radio and television for broadcasting educational programmes. The results obtained from using the teaching methods employed by American 'radio schools for the people' (ERPA) and television channel TV7 have been very interesting. Under the education plan for 1971-75, the National Institute for Educational Television will increase the number and distribution of its programmes, especially in rural areas. This institute has also created an audio-visual documentation centre in order to make available results of research done in audio-visual techniques.

Suggestions are put forward to improve means for exchanging and distributing documents about new educational technology and the development of adult education; to publicize the decisions taken by the countries which signed the 'Andres Bello' agreement; to organize international seminars under Unesco auspices; to perfect methodology and techniques in adult education in harmony with revolutionary concepts; to grant scholarships for further training of tutors in adult education; and to create correspondence courses with a view to increasing the possibilities the possibilities open to educators for specializing in various branches of adult education.

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Translation	
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The working group, on the basis of the definition adopted by the Exeter Conference in 1966, considered that the following types of activities should be covered in a programme of adult education: literacy and fundamental education; vocational or job training; health education, consumer and family problems, culture and leisure; political and civic education; religious education; economic education.

Present position

The growing importance of adult education in the last decade is reflected in the rapid increase in the number of adult education courses conducted by different agencies either official and statutory or professional and voluntary. The respective conducting agencies and their activities and courses are listed below.

Governmental. The TWI (Training within Industries) under the Ministry of Labour, provides supervisory courses in method improvement, leadership training and different international programmes designed to serve commerce and industry; the Police Academy runs general education classes with emphasis on language training suitable for police officers serving a multi-lingual society: Armed Forces Educational Organization (formed in January 1967) caters for language instruction, cultural work and activities of soldiers and officials.

Statutory. In the University of Singapore, the Extramural Studies Department provides courses to more than 5,000 students in: art, culture, economics, business administration, education, medicine, journalism, languages, literature, law, politics and history. At Nanyang University, the extramural studies programme offers courses in Chinese on accountancy, income tax, statistics, banking, Chinese language, commercial law, international politics, marketing techniques, insurances, etc. The Public Utilities Board has training schemes that include in-plant training for its newly recruited engineers. The National Productivity Centre operates, with technical assistance from the United Nations Development Programme, to promote a productivity movement. The Centre's participants come from a wide range of occupations and include managing directors, general managers, supervisors, technicians, teachers and clerks. The People's Association, in its 190 community centres, organizes and promotes group participation in social, cultural, educational and athletic activities for the people of multi-racial communities in such a way that a national identity might be built — the adult education programmes in these centres include language classes, kindergarten teacher training, leadership courses, civic tours, youth camps and library services. The Port of Singapore Authority has training programmes involving 10,000 employees. The National Youth Leadership Training Institute trains particularly youth leaders in the employment of the People's Association and varies the content of the course according to the needs of the group. The Economic Development Board, a central agency for the formulation and implementation of economic development policies, organizes courses on personnel management and industrial relations, work study, job evaluation, quality control and production management.

Professional. The Singapore Institute of Management, which has a governing council formed by business, educational and industrial leaders, organizes conferences, seminars and study groups, and research projects. The Singapore Planning and Urban Research Group organizes talks, forums, seminars, exhibitions and publications designed to create public awareness and participation in the planning process.

Voluntary. The National Trade Union Congress courses are organized with the purpose of giving workers an intelligent understanding of the social, economic and political facts of life. The YMCA and the YWCA have a long tradition of adult education and provide a large variety of indoor and outdoor courses and activities, including classes for women and girls in cookery, sewing, flower arrangement, beauty culture and physical

fitness. The Singapore Council for Social Service has concentrated its work on co-ordination and promotional aspects of voluntary welfare work.

Special mention should be made of the Adult Education Board which was set up in 1960 as a Government statutory body with the object of promoting adult education in Singapore. With the approval of the Minister for Education, the Board is responsible for: regulating its own proceedings; appointing committees; assisting other bodies in promoting adult education; initiating, undertaking or assisting in research in the field of adult education; publishing relevant works and acting as a clearing house for information. Courses conducted by the Adult Education Board include: literacy classes (which have declined gradually in the number and enrolment, owing to the success over the past ten years of the Government programme of universal free primary education and ample opportunities for secondary education); second language classes for the teaching of the four local official languages (Malay, Chinese, Tamil and English) — an important factor in the multi-lingual society of Singapore; radio and TV courses on current affairs with special reference to social and civic problems of the community; vocational preparatory classes, which train post-primary students to be skilled workers — there are now about 5,000 students enrolled in these classes which are housed in four day centres and two night centres.

Trends. Due to the growing demand for professional training and the permanent need for adults to up-date themselves in their work, the vocational and professional courses have become the priority area of adult education; the recreational, general knowledge and cultural courses now occupy second rank.

Another trend is the increasing role voluntary bodies are playing in adult education activities, which reflects the needs of the different sectors of the public. It is necessary, however, that these agencies should be given the opportunity to improve their techniques, methods, syllabus construction and evaluation. The need for a closer contact and collaboration between agencies is also strongly felt, and has been frequently discussed.

There is a pressing need for research and evaluation and it is hoped that research facilities, based on the existing research organs, will be provided; evaluation should take into account the participants' attitude towards the courses they attend.

Training facilities for planners, administrators and teachers should be shared by the various agencies, in order to prepare a sufficient number of teachers and staff for organizing workshops and seminars in the different subject areas of adult education. The use of mass-media facilities should form the basis for the training of adult educators and, for this purpose, the Centre for Production and Training for Adult Education and Television has been created.

Finally, the increasing role played by universities is worth noting. The extramural studies department of the Singapore University and Nanyang University are concerned with the training of personnel, conducting experiments and surveys, and the continuous up-grading and re-training of professional personnel in conjunction with the voluntary professional bodies.

Prospects. In the forseeable future, it can be reasonably anticipated that other groups in society will wish to take advantage of adult education facilities. First, the workers, for whom the aim should be twofold:(a) to provide the type of training in selected occupations that will enable them to be more productive, and (b) to provide opportunities for improving their standard of living. In order that workers can participate, it will be necessary for the National Trades Union Congress to encourage employers to grant educational leave. Secondly, adult education courses should be available for those who live in the flats of the new satellite towns of Singapore. To meet such potential demands, however, it will be necessary to considerably increase present facilities. Thirdly, adult education for the disadvantaged, including the handicapped, should be specially provided by the charitable voluntary societies. In the future re-training courses for the specialists in adult education will include an increased use of teaching aids and equipment in order to provide the required knowledge and skills compatible with the technical progress of today.

International co-operation. Proposals are made with regard to international assistance, particularly in the field of the international exchange of ideas, information, studies and documentation services. Unesco is requested to continue to develop its information clearing house facilities at the Regional Office for Education in Asia, to organize more seminars and workshops, and to provide experts' services at the national level.

Complete report available on microfiche from the IBE

Abstract prepared by the Division of Adult Education, Unesco, Paris, and the International Bureau of Education, Geneva.

Classification (for the use of receiver)	Country Tunisia	CEAS No. 132
	No. 1	Date of issue June 1972

Author	Tunisia. Commission nationale pour l'Unesco
Title	*L'éducation des adultes en Tunisie: réponse au questionnaire de l'Unesco sur l'éducation des adultes*
Bibliographical data	Tunis, 1972. 42 p. [Typed]
Translation	
Keywords	Tunisia adult education educational radio educational television international co-operation social action literacy

United Nations Educational, Scientific and Cultural Organization
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Co-operative Educational Abstracting Service (CEAS)

The Tunisian Government is particularly concerned with promoting economic and social development throughout the country; the goals which it has in view are: increasing personal incomes, fostering social advancement for every citizen, and associating vocational training closely with economic development.

To achieve these ends, the Government has founded, within the Social Welfare Ministry, the Division of Adult Education, entrusted with training teachers of adults and enlarging the network of literacy centres and adult education centres. The Social Activities Division, which comes under the same Ministry, runs local and regional centres which provide social assistance to residents in these areas, especially to mothers, in the matter of housekeeping and infant welfare. Under the same Ministry comes the Vocational Training and Employment Office which is particularly concerned with training young qualified workers and offering advanced training facilities. The Ministry of Cultural Affairs and Information conducts 98 'popular centres' and 2 'cultural centres' in Tunis. It is the task of the popular centres — which may be compared with cultural centres and popular education units in some European countries — to contribute to the full development of the individual through cultural activities. Functional design is the keynote of these premises. There are lecture halls, cinemas, reading rooms. The Ministry of Agriculture, for its part,

provides popular training programmes in farming methods and trains key personnel. Their work consists in improving agricultural methods in order to obtain better production both quantitatively and qualitatively.

Not only government services but also national institutions and public associations take part in adult education. These include the Bourguiba Institute for Modern Languages, the National Institute for Productivity and Business Management, the National Institute for Family Planning and Mother and Infant care, the National School for Youth and Child Leadership, the Road Safety Association, the Young Scientists Association, the Training Centre for Banking, and the African Insurance Institute. Three professional and social unions help in adult education: the Workers', Farmers' and Women's Unions. The army helps in the national literacy campaign, too, for the National Defence Ministry takes care that illiterate recruits benefit from courses in reading, writing, and social education. The Adult Education Division looks after training the teachers needed for this work, who are army personnel.

During 1970-71, those following basic education courses rose to 20,383.

The Neo-Destour Socialist Party since its foundation has been continuously active in fostering awareness of the need to raise living standards and help the individual to take his place successfully in national life. Co-ordination committees and cells all over the country help the party to continue this work. The task of arousing public interest in literacy projects devolves from it, and party members have worked as organizers to gain mass support for literacy campaigns and other adult education projects; school teachers have lent direct assistance by instructing adult classes. Nonetheless, the campaign, in spite of the enthusiasm it has aroused, has not had the hoped-for success. Clearly the willing assistance of teachers has not been sufficient by itself, and there should have been adequate training provided for teachers and careful preparation of material in instructing adults.

The budget of the Ministry of Social Affairs has risen to 3,927,000 dinars in 1971, of which 356,000 is for eliminating adult illiteracy. Other funds have been provided by the Neo-Destour Socialist Party and national organizations such as the General Union of Tunisian Workers, The National Women's Union. the National Union of Farmers, and local communities, to cover the cost of classes, lighting and general publicity. Students'

financial contributions to the courses remain only token payments. For illiterate adults, classes are free and very often their working day is reduced by one half-hour. The National Women's Union frequently takes care of children whose mothers are attending classes in reading and writing.

Television has been used in adult education since January 1968. Thirty-minute lessons in reading, arithmetic, history, geography, civic affairs and religion have been broadcast. These programmes are designed for representative sample groups of 3,000 male and female adults, who receive the lessons under the direction of teacher-organizers who have been trained locally. According to a survey taken in June 1969, educational television programmes reached a much wider public than that of the sample group, even though they had only been broadcast for one year. Since October 1968, each TV session has been followed the next morning by a radio broadcast lasting 20 minutes which repeated the theme covered during the TV programme and during which the adults were assisted in reinforcing their knowledge acquired by television.

Under the Unesco/SIDA plan for literacy, new television programmes will be launched in October 1975. The Government has pointed out that the TV broadcasts will not be limited to basic reading and writing but will deal with general culture matters and will reach the largest possible number of people, including those who have attended school; thus they will not only benefit the adult who is undergoing basic instruction. The broadcasts are the responsibility of two ministries which share adult television services:(a) producing the programmes is the affair of the Ministry of Social Welfare (b) technical organization is done by the Ministry of Cultural Affairs (Tunisian Radio-Television).

Concerning the training for tutors, organizers, and administrators in adult education, a shortage of qualified staff is reported, especially in the sphere of planning and policy, research and evaluation. This is the case not only from the economic aspect but also from the social and purely pedagogical standpoints. The number of those who are specially trained in producing teaching aids is also inadequate for existing needs. The Ministry of Social Welfare is persisting in its efforts to remedy the situation. In particular, it organizes courses in elementary and advanced training in Tunisia and abroad, through the agency of the Office of Vocational Training and Employment.

International co-operation has been furthered by Tunisian assistance to other countries: it has organized seminars and courses for different categories of specialists in adult education; it has helped to promote an exchange of documents, newspapers, and magazines; specialists who have come to Tunisia on information and study tours have been looked after; 13,000 dinars have been given to the Arab Regional Organization for Fighting Illiteracy. The Government would like to see, nevertheless, an improvement in exchanges between interested countries and an increase in their frequency particularly as regards research information and the use of radio and television programmes for improving adult education. In such work as this the Government considers that Unesco is fitted by its very nature to play a vitally important part.

Complete report available on microfiche from the IBE

Abstract prepared by Division of Adult Education, Unesco, Paris, and the International Bureau of Education, Geneva

Classification (for the use of receiver)	Country Australia	CEAS No. 133
	No. 31	Date of issue June 1972

Author	New South Wales. Parliament
Title	*Report of Committee appointed by the Minister of Health To Inquire into the Education of Nurses.*
Bibliographical data	Sydney, Government Printer, 1970. 39 p.
Translation	
Keywords	Australia New South Wales nursing education training methods admission criteria qualifications curriculum

United Nations Educational, Scientific and Cultural Organization
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The terms of reference for the committee appointed by the New South Wales Minister of Health in 1968 were to examine and advise on the adequacy of the present educational system of nursing with regard to its scope, status and attraction towards recruitment; the need for reform with reference to this and, in the light of the technology of medicine and patient care the desirable educational standard to be reached; alternatives to the present hospital apprenticeship system; the role and function of the Nurses Registration Board and the structure and composition of an educational and examination body.

The present structure of nursing education provides for hospital based courses for nursing aides, three year courses for registered nurses in general, psychiatric or mental retardation nursing and shorter specialist courses in mothercraft, geriatrics and midwifery. Short post-registration courses are provided by the College of Nursing in education and management in various fields. The universities provide combined degree/nurse registration courses. The Nurses Registration Board lays down syllabus requirements for courses and is also responsible for examining, registration, enrolment, accreditation and discipline.

In examining the courses available, the committee first defined the purposes for which the nursing aide or

enrolled nurse, and the registered nurse should be trained. It agreed that the enrolled nurse should be trained to carry out basic nursing of all kinds, meet the elementary and immediate needs of patients for comfort and security and carry out other functions appropriate to her place of basic bed-side nurse. While the committee concluded that a hospital-based system of training is suitable for this purpose, it considered that in order to conserve nurse tutors, enrolled nurse training should be restricted to the larger regional hospitals with block release periods for practical experience at smaller hospitals. In view of the increasing trend for girls to remain longer at school, it would be appropriate to raise the standard of entry to fourth form (School Certificate) level. The committee also considered that further research is needed into the role of the enrolled nurse and the training programme to allow her to undertake a greater degree of responsibility and bring her into a closer relationship with the other nursing staff.

In defining the purpose for which the registered nurse is trained, the committee considered that the course should assist individual maturation, develop planning and administrative skills and an interest in teaching, inculcate the concept of 'total care' of the patient, including an understanding of the contribution of physical, mental, familial and socio-cultural factors in illness, and develop an appreciation of the team approach to nursing.

The committee considered that the high student wastage rates both before and after training are contributed to by factors inherent in the hospital-based system of training. Staffing patterns in hospitals have led to service requirements taking precedence over the educational programme while the shortage of trained clinical tutors prevents adequate follow-up of classroom work in the wards. There is also a serious shortage of nurse educators specifically trained in education. The traditional fragmentation of nursing services into job-centered rather than patient-centered activities has led to a sterile approach to practical nursing. In general both the most able and the least able often withdraw from courses. The committee therefore recommends that the programme for registered nurses should be re-oriented towards an educational programme of tertiary quality with entrance requirements upgraded to sixth form (Higher School Certificate) level and should take place in colleges of advanced education.

It is recommended that registering and educational responsibilities regarding nurses should be separated. A reconstituted

Nurses Registration Board should retain authority for the registration of nurses. Colleges of advanced education in nursing or schools of nursing affiliated with colleges should be established under the Higher Education Act 1969 (NSW) to provide basic and post-basic courses of training with appropriate diplomas and certificates, and, under the terms of the Act, responsibility for the organization, administration and financing of such courses shall be the responsibility of the state Ministry of Education.

The recommended basic course for registration is of two years of practical and theoretical tuition with time divided between the college and the hospital under a block-release system, followed by a written examination and one year of internship in a hospital prior to registration. In planning the programme, consideration should be given to the provision of a common first year course with options for each branch of nursing in the second and third years. Specialized post-basic courses should be provided by the colleges in such areas as education, management and specialist nursing.

The committee recommends that two new courses of training be introduced. A pre-entrance course should be provided in co-operation with the Department of Technical Education for girls who have left school but who are not yet of minimum entrance age to enter enrolled or registered nurse courses. This could be available as a correspondence course and would be heavily biased on the theoretical side and would both maintain interest in nursing and provide girls with an opportunity to improve their general education. The college of advanced education in nursing should provide a bridging course of up to two years for enrolled nurses wishing to proceed to registration, which would include general education either preliminary to or in conjunction with the subjects necessary for registration.

The combined university degree/nurse registration courses within universities should be encouraged to provide for up to 10% of trainees, and consideration should be given to the introduction of a degree in nursing as well as postgraduate studies.

Responsibility for the registration, enrolment and accrediting of all courses of nursing should become the responsibility of a reconstituted Nurses Registration Board with both statutory and advisory functions. Its role should be to establish and maintain a register of nurses with power to issue, cancel and suspend certificates of enrolment and registration and thus

to determine the standards to be maintained by the profession, to foster research into education and to recommend financial assistance to bodies or persons conducting such research.

To advise on the integration of the various programmes of training and in particular, on the integration of the technical and clinical practical areas of education, it is recommended that a Nurses Education Advisory Board be established consisting of representatives of all teaching areas in nursing.

Abstract prepared by the Australian Council for Educational Research (Victoria) copies of the report can be obtained from the Government Printer, Sydney, New South Wales.

Classification (for the use of receiver)	Country Arab Republic of Egypt	CEAS No. 134
	No. 24	Date of issue June 1972

Author	R.A.E. Wizārat al-tarbiyyah wa'l-ta'līm
Title	*Mushkilāt iqtisādiyah fī al-ta'līm*
Bibliographical data	Le Caire, Centre de documentation pédagogique, 1971. (Présenté à la Conférence de l'éducation dans l'Etat moderne) [multicopié]
Translation	Economic problems of education
Keywords	Arab Republic of Egypt educational improvement evaluation dropout prevention

United Nations Educational, Scientific and Cultural Organization
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Since the pupil is the main element in the educational process, a study was made of the pupils' examination results and of the problems of absenteeism, drop-out and class repetition. The social and educational factors, including those peculiar to Egyptian society, underlying these problems were analysed with a view to determining appropriate measures to remedy this state of affairs.

The study on the viability of education shows that this depends on two factors: compulsory enrolment and the diversification of education in the stages following the period of compulsory schooling. Laws and regulations governing the various levels and types of education, together with the examination systems, have therefore been promulgated. Measures have also been taken to strengthen the ties between pupil and school (Law on General Education No. 68 of 1968).

The factors to be taken into account in evaluating the yield of education are: teachers, the education system, services and facilities, curricula and methods, and organization of the education system.

Evaluation of the teacher's contribution to the yield of education has thrown light on the need to improve his situation and raise the standard of teaching in all educational cycles. To achieve this, the recruitment of teachers needs to be more selective, their in-service

training to be prolonged and teacher training colleges to be reorganized.

As regards the education system, a specific standard should be insisted on before a pupil can be promoted from one class to the next. Admission to a new stage of education could be by means of a system of entrance examinations making it possible to select pupils capable of continuing their studies.

As regards educational services and material facilities, the necessary steps should be taken to turn education to good account and increase its yield. What is needed is to develop educational services in country areas, priority here being given to primary education, to concentrate in industrial zones on secondary education, to promote pre-school education in regions that are over-populated or predominantly inhabited by workers, to improve communications, to take a special interest in the problems of school transport and boarding facilities, to modernize school facilities, to reduce the size of classes wherever possible, and to build up social, health and educational services.

The curricula should develop the scientific approach in the child and make for closer co-operation between the teacher and the pupil, and among the pupils themselves.

The education system should be organized as follows: an initial stage to comprise free-school education and the first three classes of primary education; a second stage consisting of the fourth, fifth and sixth classes of the primary cycle; a third stage comprising the seventh, eighth and ninth classes. This system aims at facilitating the implementation of compulsory schooling and emphasizing the importance of the standard of knowledge attained by the pupil when he enters a new cycle.

Failure is one of the major factors aggravating the problem of educational wastage in the Arab Republic of Egypt. There are many reasons for it. Some are due to social causes and others stem from the education system itself: examiners are too strict in marking papers or in setting the examinations, particularly as regards final examinations; teachers are switched during the school year, which disrupts the educational process; pupils are often transferred from one school to another during the school year.

Since pupils who repeat classes impose an additional financial burden on the education system, the following measures should

be adopted: rigidly formal examinations should whenever possible be scrapped; curricula should be periodically reviewed so that they can be adapted to the requirements of the time and to the conditions prevailing in the society in which the pupil lives; remedial courses should be organized; special schools need to be opened; special curricula are required for handicapped pupils or for particularly gifted children; and any switching of teachers should take place before the school year begins.

Drop-out also aggravates educational wastage. It is due to such social factors as the customs and traditions of certain regions; the low income of some families, which obliges them to put their children to work; poor communications and the distance of the school from the pupil's home. The main educational factors are as follows: the standard reached by some pupils is too low to enable them to assimilate knowledge and continue their studies; sometimes the curricula arouse scant interest in the pupil, while modern and effective teaching methods are not used.

A number of measures have been taken to remedy educational wastage and drop-out including the following: parents are regularly informed of any absence on the part of their children and, in the event of an unjustified absence of more than two weeks, the pupil is threatened with expulsion; efforts are made to develop in parents and pupils an awareness of the importance of education and its value for the individual and society alike; the minimum marriage age has been fixed at 16, especially for girls; free education has become a universal reality; and vocational training courses have been organized at all levels in schools and training centres.

Similarly, the 'brain drain' has an adverse effect on the cost of education and on the development of society and the exploitation of its potential resources. For the emigrant is generally a skilled worker or a graduate, which means that the State loses someone who might have made his contribution to the building of society and to greater national productivity.

Abstract prepared by the Educational Documentation and Research Centre, Cairo.

Classification (for the use of receiver)	Country Sri Lanka	CEAS No. 135
	No. 2	Date of issue June 1972

Author	Committee of Inquiry, University of Ceylon
Title	*Report of the Committee...*
Bibliographical data	Colombo, October 1971, 141 p.
Translation	
Keywords	Sri Lanka University of Ceylon higher education student needs study programmes facility improvement vocational training

United Nations Educational, Scientific and Cultural Organization
International Bureau of Education
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Co-operative Educational Abstracting Service (CEAS)

The terms of reference of the Committee were to investigate and report on student grievances, malpractices and irregularities in the University of Ceylon, Colombo and to suggest remedial measures.

The report deals with the basic student grievances as revealed in the investigation and with student problems which are of a general nature. They are discussed in relation to problems of other institutions and of the country as a whole. The remedial steps suggested take into consideration the changes contemplated in the education system and in development and planning policies.

A feature of the history of the University of Ceylon was its rapid expansion at one stage, the adverse reaction of the students to ad hoc changes, and the disaffection of staff and its apparent social isolation.

The high degree of authoritarianism that seems to have outweighed the judgement of the officials of the University, and their tendency to resort to compulsion rather than persuasion and discussion seem to have created a general impression that nothing short of a recasting of the entire University administrative structure would bring about any change of attitude, even after a change of government. The student grievances reveal that they are not only against the University authorities but also against the social and economic

institutions of the country. This is mainly due to the uneven economic development of the country.

Furthermore, the lack of qualified staff and the fact that 30-40% even of the underqualified staff are either on study leave or on sabbatical leave have resulted in a serious lowering of educational standards. Also, the lack of recreational and social welfare facilities and of hostel accommodation and the insufficient capital expenditure have tended to create an increasing sense of frustration among the students.

The basic solution to the problems is a long-term one, which rests with the Government and the Planning Ministry. However, short-term action should be to plan the University courses with a vocational orientation in view and to organize them in such a way that students would be able to follow the courses which would lead to a particular job.

Isolation of the University from the society and the spectre of unemployment have also played a major role in University unrest. Student guidance services and further hostel, library and medical facilities are urgently needed to give students satisfaction.

In view of its proximity to Colombo, with its business and industrial activities, the University should introduce courses in education management, agriculture, industrial subjects, medicine, commerce and engineering so that the resources available could be best utilized for the benefit of the students and so reduce unemployment. It is necessary to think anew and to plan a work-oriented, integrated system of education in relation to national planning and educational planning.

Abstract prepared by the Ministry of Education, Colombo

Classification (for the use of receiver)	Country Sri Lanka	CEAS No. 136
	No. 3	Date of issue June 1972

Author	Special Committee appointed by the Minister of Education
Title	*Special Committee on Pirivenas*
Bibliographical data	Colombo, Ceylon Government Press, 1971. 118 p.
Translation	
Keywords	Sri Lanka private schools religious education Buddhism central government aid curriculum educational administration

United Nations Educational, Scientific and Cultural Organization
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Historical background. Pirivenas are the institutions of monastic education, dating back to ancient times. After the British occupation they had a varied history, with revivals at various stages. During the last 40 years, Pirivenas continued as Government-assisted institutions of learning, catering especially for Buddhist clergy and also for laymen specializing in oriental studies.

Since the 1950s a change has occurred, in that the parallel stream of education mostly for Buddhist clergy is also generally open to girls and boys. In particular, school leavers from grades 6-12 followed their higher education in these institutions. Teachers were paid by the Government on an attendance basis, while the balance was met by the resources of the institute. Fees charged were nominal.

In the 1960s, with the monopoly of education vested in the Government, education in these institutions was confined mainly to school leavers.

Present situation. The new Government elected in 1970 considered in drawing up the national education plans that, since these institutions had a long tradition and had rendered service for the last few centuries, it would be in the interests of education for them to continue. Not only did they play an essential role in

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CUMULATIVE INDEX: 1967-1971

This index covers the period from the beginning of the Co-operative Educational Abstracting Service to the end of 1971 and its main purpose is to serve as the starting-point for issuing the indexes to CEAS on a regular basis. It has been compiled, for the most part, from the keywording (indexing terms) given to each abstract for the purpose of computer treatment. The number refers to the CEAS serial number. Users will remark that the reference numbers covering the years 1967-1969 differ in form from those for 1970-1971 — this is because the system of numbering the abstracts on a yearly basis was changed to a continuous sequential numbering.

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